

1095 Columbia Road Johnston, South Carolina

**Grades** 6-8 Middle School

**Enrollment** 514 Students

PrincipalStephen P. Hampton803-275-1997SuperintendentDr. Mary Rice-Crenshaw803-275-4601Board ChairSallie B. Cooks803-663-6539

# 2009 REPORT CARD

# RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Below Average	Below Average
2005	Below Average	At-Risk

#### **DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

#### SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

http://ed.sc.gov http://www.eoc.sc.gov

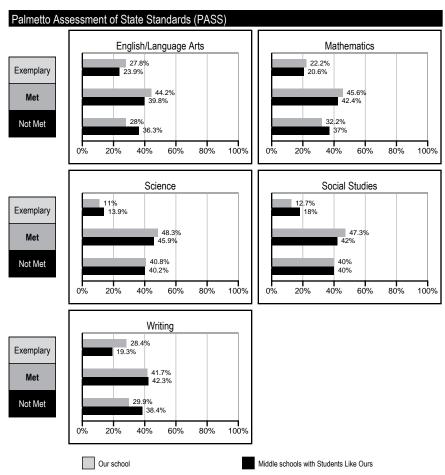
# Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

98%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*							
Excellent	Good	Average	Below Average At-Ris				
0	1	30	13	1			

<sup>\*</sup> Ratings are calculated with data available by 06/01/2010.



<sup>\*</sup> Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of	Critical Terms
Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

# End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	92.1%
English 1	87.5%	89.7%
Physical Science	N/A	94.8%
US History and the Constitution	N/A	N/A
All Subjects	93.7%	91.7%

School Profile				
	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=514)				
Students enrolled in high school credit courses (grades 7 & 8)	34.5%	Down from 47.2%	21.6%	21.6%
Retention rate	2.1%	Down from 4.0%	1.5%	1.2%
Attendance rate	96.1%	Down from 96.3%	95.6%	95.9%
Eligible for gifted and talented	10.2%	Up from 10.1%	12.8%	14.8%
With disabilities other than speech	20.2%	Up from 18.7%	14.0%	12.6%
Older than usual for grade	4.7%	Down from 5.1%	3.4%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.4%	Down from 8.3%	1.1%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	56.1%	Up from 55.8%	56.2%	56.9%
Continuing contract teachers	78.0%	Up from 76.7%	70.0%	72.7%
Teachers with emergency or provisional certificates	2.6%	Up from 2.4%	7.2%	5.3%
Teachers returning from previous year	85.6%	Up from 85.1%	79.8%	82.9%
Teacher attendance rate	95.3%	Up from 94.1%	95.2%	95.2%
Average teacher salary*	\$48,648	Up 2.2%	\$45,958	\$46,599
Professional development days/teacher	7.2 days	Down from 15.3 days	12.0 days	10.8 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	15.5 to 1	Down from 16.3 to 1	19.4 to 1	20.1 to 1
Prime instructional time	90.7%	Up from 89.0%	89.8%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	41.7%	Down from 56.5%	97.7%	97.8%
Character development program	Below Average	Down from Average	Good	Good
Dollars spent per pupil**	\$8,162	Up 4.6%	\$7,938	\$7,645
Percent of expenditures for instruction**	66.8%	Down from 67.1%	63.4%	63.4%
Percent of expenditures for teacher salaries**	62.7%	Down from 64.7%	55.2%	57.0%

<sup>\*</sup> Includes current year teachers contracted for 185 or more days.

<sup>\*\*</sup> Prior year audited financial data are reported.

## Report of Principal and School Improvement Council

Johnston-Edgefield-Trenton (J.E.T.) Middle School is conveniently located midway among the three small communities it serves, and for which it was named. Designed structurally and organizationally around the middle school concept of team, J.E.T. houses a faculty that practices its belief that all students should be provided opportunities for successful experiences. At J.E.T., we strive to offer a curriculum that maximizes the intellectual, emotional, social, and physical development of our emerging adolescents. This curriculum requires the dedication and cooperation of parents, students, and school personnel working together for the benefits of all students. We continue to review, analyze, and refine our curriculum in order to provide a comprehensive and challenging educational program for all students.

We are proud of our students and applaud their accomplishments. Our students excel in many areas that are helping them grow into well-rounded citizens. One of our students was named the District's Lt. Governor's Writing Award Winner. Another one of our students won the school district Spelling Bee. Our Math Counts team did well in the regional competition; the team finished third overall in the regional competition. We have seven of our students recognized as Junior Scholars, and this year we had more than sixty students qualify to take the test. Two of our students have been recognized as Duke T.I.P Scholars. Our athletic programs continue to be strong in competition. Many of our students have been recognized as members of the All-Region Band and also participate in the high school's marching band. Our parent organization, APEX, continues to be a vital part of supporting our students. This year APEX played an integral role in redesigning the recess area in the rear of our school.

Our teachers continue to seek new methods and resources to aid them in improving instruction. Many take summer courses, attend conferences, and participate in book studies. Our teachers have presented at state and national conferences, including SCCEC, National School Reform Conferences, and SCMSA Conferences. They continue to look for additional funding sources and have been successful in obtaining numerous grants. This year we received the Washington-Savannah River Grant, Toyota Tapestry Grant, CE Mist Grant (a national science grant), and the project Lead the Way Grant from the Educational Foundation. Our school is also an Accredited School with the Southern Association of Colleges and Schools.

J.E.T. Middle School is proud of its history and achievements. We encourage parent participation in school activities and appreciate continued community support, as we work together to provide the best educational opportunities possible for our students.

Louis A. Scott, Principal Michelle Goforth, School Improvement Council

Evaluations by Teachers, Students and Parents									
	Teachers	Students*	Parents*						
Number of surveys returned	21	0	0						
Percent satisfied with learning environment	61.9%	N/R	N/R						
Percent satisfied with social and physical environment	76.2%	N/R	N/R						
Percent satisfied with school-home relations	55.0%	N/R	N/R						

Only students at the highest middle school grade level and their parents were included.

#### No Child Left Behind

# School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

## School Improvement Status

School	Improvement Key
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.7%	0.0%	No
Student attendance rate	96.1%	94.0%*	Yes

<sup>\*</sup> Or greater than last year

Johnston-Edgefield-Trenton Middle 06/01/10-1901009										
PASS Performance B	y Group									
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Langu	uage Arl	ts - Stat	e Perfor	mance	Objectiv	e = 58.	8% (Me	t or Exe	mplary)	
All Students	509	99.4	28.5	45.4	26.1	78.4	85.4	82.8	Yes	Yes
Gender										
Male	287	99	34.4	44.7	20.9	73.6	82	79.3	N/A	N/A
Female	222	100	21	46.3	32.7	84.6	89.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	188	99.5	15.6	46.4	38	87.2	90.7	89.5	Yes	Yes
Africian American	300	99.3	36.9	45.9	17.2	72.4	78.9	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	21	100	22.2	27.8	50	88.9	84.6	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	101	99	68.4	24.2	7.4	37.9	53.4	52	No	Yes
Migrant Status										
Migrant	1	I/S	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	83.3	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	380	99.2	35.1	45.9	19.1	74	79.4	75.5	Yes	Yes
Mathema	atics - S	tate Per	forman	ce Obje	ctive = 5	57.8% (I	Met or E	xempla	ry)	
All Students	509	99.4	34.9	46.6	18.5	76	79.8	78.9	Yes	Yes
Gender										
Male	287	99	39.2	44.3	16.5	73.6	78.4	77	N/A	N/A
Female	222	100	29.4	49.5	21	79	81.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	188	99.5	21.8	48	30.2	88.3	87.8	87.2	Yes	Yes
Africian American	300	99.3	44.1	44.5	11.4	67.6	70.2	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	21	100	16.7	66.7	16.7	88.9	76.9	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	101	99	66.3	28.4	5.3	44.2	45.9	45.5	No	Yes
Migrant Status										
Migrant	1	I/S	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	66.7	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	380	99.2	40.6	47.8	11.6	71.3	72.5	70.2	Yes	Yes

<sup>\*</sup> Adjusted to account for natural variation in performance.

Johnston-Edgefield-Tre	enton Mid	dle					06/01/10-	1901009
PASS Performance By								
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
			Scien	се				
All Students	333	98.8	40.1	48.3	11.6	59.9	65.8	67.5
Gender								
Male	193	97.9	41.3	47.3	11.4	58.7	65.3	67
Female	140	100	38.5	49.6	11.9	61.5	66.4	68
Racial/Ethnic Group								
White	125	97.6	24.6	53.4	22	75.4	76.7	79.5
Africian American	198	99.5	51	44.3	4.7	49	53	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	75	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	69	95.7	71.9	21.9	6.3	28.1	32.4	35.6
Migrant Status								
Migrant	1	I/S	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsized meals	247	98.4	47.5	45.8	6.8	52.5	54.4	55.1
			Social St	udies				
All Students	331	98.8	39.6	47.2	13.2	60.4	69.4	72.3
Gender								
Male	181	98.9	40.1	47.1	12.8	59.9	71.1	71.5
Female	150	98.7	39	47.3	13.7	61	67.5	73.2
Racial/Ethnic Group								
White	122	98.4	25.9	53.4	20.7	74.1	77.7	80.7
Africian American	195	99	47.6	45	7.4	52.4	60.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	14	100	46.2	23.1	30.8	53.8	58.1	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	66	98.5	77.4	17.7	4.8	22.6	40.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								

Limited English Proficient

Socio-Economic Status
Subsized meals

6

251

I/S

98.4

I/S

45.2

I/S

47.3

I/S

7.5

I/S

54.8

38.9

60.1

67.9

62.1

Johnston-Edgefield-Trenton Middle 06/01/10-1901009										
PASS Performance By	/ Group									
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
				Writing						
All Students	513	97.7	29.6	41.9	28.5	70.4	73.7	70.2	96.1	96.3
Gender										
Male	291	96.6	36.9	43.8	19.3	63.1	66.8	63.2	95.6	96.1
Female	222	99.1	20.2	39.4	40.4	79.8	81.4	77.5	96.6	96.5
Racial/Ethnic Group										
White	190	97.4	17.8	45	37.2	82.2	80.9	79.1	95.6	96
Africian American	302	97.7	37	40.1	22.8	63	65.1	57.6	96.2	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	96.5
Hispanic	21	100	27.8	38.9	33.3	72.2	69.2	62.6	97.4	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	88.1
Disability Status										
Disabled	103	92.2	70.7	23.9	5.4	29.3	30.5	26.1	95.1	95.2
Migrant Status										
Migrant	1	I/S	N/A	N/A	N/A	N/A	I/S	54.7	98.8	97.1
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	61.9	61.2	98.2	97.6

384 97.9 35.2 40.1 24.7 64.8 65.3 58.9 95.9 96

Socio-Economic Status

Subsized meals

Johnston-Eugeneid-Henton Middle 00/01/10-1901009							
PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
	3	N/A	N/AV	N/A	N/A	N/A	N/A
6	4	N/A	N/AV	N/A	N/A	N/A	N/A
2009	5	N/A	N/AV	N/A	N/A	N/A	N/A
2	6	170	99.4	33.7	38.7	27.6	66.3
	7	156	98.7	27.3	50	22.7	72.7
	8	183	100	24.7	47.7	27.6	75.3
Mathematics							
	3	N/A	N/AV	N/A	N/A	N/A	N/A
6	4	N/A	N/AV	N/A	N/A	N/A	N/A
2009	5	N/A	N/AV	N/A	N/A	N/A	N/A
2	6	170	99.4	34.4	43.6	22.1	65.6
	7	156	98.7	28	54.7	17.3	72
	8	183	100	41.4	42.5	16.1	58.6
Science							
	3	N/A	N/AV	N/A	N/A	N/A	N/A
6	4	N/A	N/AV	N/A	N/A	N/A	N/A
2009	5	N/A	N/AV	N/A	N/A	N/A	N/A
2	6	86	98.8	48.8	43.9	7.3	51.2
	7	155	98.7	29.5	57.7	12.8	70.5
	8	92	98.9	50	36.4	13.6	50
Social Studies							
	3	N/A	N/AV	N/A	N/A	N/A	N/A
2009	4	N/A	N/AV	N/A	N/A	N/A	N/A
8	5 6	N/A	N/AV	N/A	N/A	N/A	N/A
2		84	98.8	35.4	59.8	4.9	64.6
	7 8	156 91	98.7 98.9	51.3 23.3	36.7 53.5	12 23.3	48.7 76.7
	0	91	90.9		55.5	23.3	70.7
Writing							
	3	N/A	N/AV	N/A	N/A	N/A	N/A
66	4	N/A	N/AV	N/A	N/A	N/A	N/A
2009	5 6	N/A	N/AV	N/A	N/A	N/A	N/A
2		169	97.6	35.4	39.1	25.5	64.6
	7 8	158 186	98.1 97.3	31.6 22.4	42.1 44.3	26.3 33.3	68.4 77.6
	0	100	31.3	22.4	44.3	33.3	11.0